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ABSTRACT

This trainer's guide is intended to assist supervisors of work-based career training projects in helping students understand and use plant delivery and shipment procedures. The guide is one in a series of core curriculum modules that is intended for use in combination on- and off-the-job programs to familiarize youth with the skills, knowledge, and attitudes necessary for success in the workplace. Students are required to deal with orders received from within the plant, understand systems for dealing with rush orders, use the store's system from goods inwards to goods outwards, prepare a flowchart, and plan and conduct a visit around the store. Included in the guide are the following components: project information, a summary of the content and approach of the guide, supervisor's notes, off-the-job tutor's notes, background information, lists of tasks and core skills, an action plan that includes suggested learning activities, supervisor and trainee review sheets, and an assessment form. (MN)

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Youth Training Scheme

# CORE EXEMPLAR WORK BASED PROJECT

FD265320

## Main stores – goods outwards

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ESF
CORE SKILLS PROJECT
YTS

OTF No:1

PROJECT No: Y|13

TYPE Individual

2

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## ASSESSMENT OF CORE SKILLS

This series of projects contains a number of different formats for recording assessment of core skills. These formats are offered for experimental purposes; none is proven as the 'best' method. All are based on the principle that feedback to trainees is a necessary part of the learning process and that such feedback should include information on core skill development.

Further work is being carried out on the methods of assessing achievement of core skills in work-based learning and of how to log such achievement on a record which trainees can take away from YTS. Some of the results of this work will be included in later MSC/ESF Core Skills Project publications.

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# INTRODUCTION

## WHAT ARE WORK-BASED PROJECTS?

Work-based projects are learning materials which aim to make the most of all the possibilities for developing trainees' skills, knowledge and attitudes in the workplace. They build upon everyday workplace tasks to provide experience of the whole range of YTS learning opportunities.

The projects in this series have been tested with managing agents as part of the YTS Core Project, which is jointly financed by MSC and the European Social Fund. In some cases managing agents will be able to use the projects as they are. In others they will need to be adapted to the circumstances of a particular workplace or to the aims of a particular scheme. Some managing agents will prefer to produce their own projects. For such cases these examples aim to demonstrate some principles of good design in work-based learning materials. These principles are:

To encourage trainees to learn by doing
To make the most of all the experiences which are available to trainees in the workplaces.
To start from a real task which is seen as relevant by all parties involved — trainees, workplace supervisors, trainers and off-the-job tutors.
To help trainees see the relationships between things learnt on- and off-the-job.
To base the assessment of achievement upon trainees' actual performance in tasks.
To look for all the opportunities for learning which arise from a task and, in particular, to help trainees to develop the core skills. These skills, in number, communication, problem-solving and practical activities, are used in a wide variety of tasks and are essential if trainees are to achieve competence in those tasks*. They are the skills — of finding out information, planning how to do things, overcoming difficulties and so on — which help trainees to learn more quickly in new situations, either in the same workplace, in a different one, or in the world outside work.

Such skills are required naturally by the workplace tasks in these projects and, in requiring trainees to go beyond the task itself, the projects deliberately *add* to the range of core skills which are required in an everyday working situation. This is especially important for some of the skills of communication and problem-solving which trainees are often not given the opportunity to exercise in work experience.

These principles can be incorporated in projects for all placements and for trainees of all ability levels. Although the projects in this series follow a common format, there is no single 'best' style. Nor is any special expertise in writing necessary. Good work-based projects can be produced by anyone who is determined to help trainees to exploit all of the potential for learning in work experience.

*A technical manual 'Core Skills in YTS' is currently available from MSC. It is supported by a short introductory leaflet and a practitioner's guide for supervisors. A separate manual is available on computer literacy/information technology.

# PROJECT INFORMATION

This project was designed for a trainee working in the main stores of a large manufacturing and chemical processing plant, but was intended to be adaptable to other situations.

# SUMMARY

The trainee is required to:

- deal with orders received from within the plant
- understand the delivery system within the plant and related documentation
- understand the system for dealing with emergency rush orders
- use the stores system from goods inwards to goods outwards
- prepare a flow chart
- plan and conduct a visit round the store

# SUPERVISOR'S NOTES

## INTRODUCTION

This work-based project is designed to focus the trainee upon the core skill areas of: number, communication, practical skills and problem-solving. Wherever possible, it is also designed to provide learning opportunities to improve personal effectiveness, to provide wider knowledge of the world of work and elsewhere and to furnish the trainee with skills which can be transferred to other situations.

The essence of the work-based project is that people learn more quickly and effectively by actually doing something.

The following notes are designed to help you, your staff, and the trainee, so that the project can be carried out with a minimum of disruption to normal work activity:

1. Where appropriate, please advise other staff that the trainee will be doing the project.

2. Please ensure that the trainee has read the project details and understands what is required.

3. Please ensure that the trainee is aware of any aspects of safety, hygiene or security which might touch upon the project.

4. Please ensure that the trainee appreciates that good planning will make the task easier. Wherever possible, and before the project starts, the trainee should be encouraged to take responsibility for his/her learning by estimating time, deciding on equipment and materials, identifying possible hazards and other problems, and generally "thinking the project through".

5. When the project is complete discuss with the trainee the activities he/she has been engaged in. What problems were there? What has he/she learnt? Would he/she tackle the project differently a second time?

6. Encourage the trainee to complete the trainee's review page.

## ADDITIONAL NOTES

This project has been devised for a specific location, but with more general applications in mind. It might be necessary to amend certain tasks in order to fit the circumstances of a particular organisation.

Please make sure that the trainee has access to all the documents and materials necessary to complete the project.

**TASK 1**
Some negotiation may be necessary concerning the most appropriate form of presentation of the information.

The number of departments on which a check is to be kept might be limited, in order to make this task less complicated.

**TASK 2**
Please inform the driver of the reasons for this task, and what the trainee has to discover for him/herself. Some trainees might need to accompany the driver on a number of occasions in order to gather all the information.

**TASK 3**
Agree with the trainee the most appropriate form for presenting the numerical information.

Using your own experience, help the trainee to select the three rush orders that best show what an emergency is.

Discuss with the trainee what he/she needs to discover before each rush order is investigated, and discuss with the trainee what he/she actually discovered about each rush order afterwards.

**TASK 4**
The trainee might need to discuss the procedures followed in the stores in order to check his/her understanding before tackling the flow chart.

**TASK 5**
Be prepared to supervise one or two "dry runs" before allowing the trainees to take a group around the stores.

**REVIEW**

1. After completion of each task discuss with the trainee his/her progress, the difficulties met and how they were solved.

2. Remember that trainees can often learn as much from thinking and talking about what they have done as they can from the doing itself.

# OFF-THE-JOB-TUTORS NOTES

These notes are intended as pointers towards your treatment of core skills during off-the-job training. Please introduce as many core activities as you can into the suggested areas.

In the work-based project there are specific areas in which the trainee has undertaken tasks which develop core skills. It would be beneficial to the trainees to practice these skills in unfamiliar situations outside the workplace.

**TASK 1**
Examples of the visual presentation of numerical information could be examined. E.g., trainees might study the publication "Social Trends" in the library and present charts, graphs, bar graphs, pie charts, etc. on such topics as crime rates, divorce statistics, suicides, etc.

**TASK 2**
Trainees could arrange a visit to a transport firm, or parcels delivery company, to study the loading of vehicles and the planning of routes to co-ordinate the loading with "drops". The parcel post might provide a further topic for study and be included in the visit to a main Post Office.

**TASK 4**
Examples of flow charts can be studied to generate ideas about the trainees' own flow charts.

Ideas about how to involve visitors can be discussed and the value of active participation examined. Trainees might wish to carry out "dummy runs" with each other. Safety factors should be stressed.

Trainees can devise a questionnaire to assess the value of the visit.

# Names

TRAINEE .....

SUPERVISOR.....

TUTOR.....

# Times

Please fill in the table below. This will show the time you spend on completing this project. The first column has been filled in as an example. Make another table if you need more space.

| | | | | | |
|---|---|---|---|---|---|
| DATE | 21/1/83 | | | | |
| START | 9·30 | | | | |
| FINISH | 12·30 | | | | |
| TIME SPENT | 3 hours | | | | |

# BACKGROUND

The main stores contain a wide range of items, varying in size from huge specialised chemical containers, lined with glass and costing many thousands of pounds, to small washers costing only a few pence. The storekeeper has to be so familiar with the system that he/she can immediately locate any item in a matter of seconds should an emergency call arrive from any part of the plant. In some situations the safety of the whole plant and its vicinity can depend on the efficiency of this service.

# SITUATION

Designed for YTS trainee working in the main stores of a large manufacturing and chemical processing plant.

# PURPOSES

Doing this project will enable you to learn more about working in the main stores. It will also help you to develop your CORE SKILLS in number, communication, problem-solving, and practical activities. Developing these skills will make it easier for you to adapt to changes in your job, and to retrain when the need arises.

The tasks you are asked to do are outlined below, together with the most important core skills that they contain. When you have finished each task, ask your supervisor to tell you how well he/she thought you did in the task, and record this on the Assessment Form near the back of this project. This record will be needed to complete your certificate at the end of your YTS year.

| Task | Core skills | |
|---|---|---|
| 1. Dealing with orders received from within the plant | Count items singly or in batches<br>Work out numerical information | 1.1<br>1.2 |
| 2. Using the delivery system | Plan the order of activities | 9.1 |
| 3. Understanding the system for dealing with emergency rush orders | Find out information by speaking<br>to other people,<br>from written sources,<br>by observation | <br>6.1<br>6.2<br>6.3 |
| 4. Preparing a flow chart | Plan how to present information<br>Provide information in writing and by means of tables and diagrams | 9.6<br>7.3 |
| 5. Planning and conducting a visit round the stores | Plan the order of activities<br>Plan how to present information<br>Provide information by speaking to customers and clients | 9.1<br>9.6<br>7.2 |

# ACTION PLAN

Read through the whole of this Action Plan and check with your supervisor that you fully understand what you have to do.

Estimate how long you think it will take you to complete the project.

**TASK 1**
Each day orders are received by the main stores through the internal post.

1. Find out all that you can about the system being used to deal with the paperwork for orders. Locate the items and despatch them to the correct destination.

   When you are quite sure that you fully understand the system, write out a set of notes designed to help a new employee become familiar with the system. In order to keep your explanation simple and clear, make use of diagrams and "dummy" documents.

2. Using the postal codes to identify the departments, keep a weekly total of the value of goods despatched to individual departments. Present the information, using a suitable scale, in the form of a bar graph (if you don't know what this is, find out!)

3. Find out the total number of individual items held by the main store. Make an estimate of the total value of goods held in the main store and then try to find out the actual figure. Compare the two figures. How far out were you?

**TASK 2**
See your supervisor and make arrangements to accompany the driver on his delivery of items round the plant.

1. Find out what paperwork is necessary for the delivery and note the information that it contains.

2. Find out exactly what happens at each delivery point — how the items are unloaded, what happens to them and what paperwork is involved. Pay particular attention to safe working practices, e.g., lifting heavy equipment, etc.

3. When you are sure that you fully understand the delivery system, prepare the next delivery yourself, ensuring that the paperwork is done correctly and that the items are loaded in the right order. Also, plan a route for the driver which is economical and which allows the goods to be delivered in the reverse order to that in which you loaded them.

Accompany the driver and note the effects of any mistakes you made.

As a result of completing this task, can you think of any ways in which the system could be improved? Discuss any ideas you have with your supervisor.

**TASK 3**
Your store will have an emergency rush order system, using the internal phone rather than the slower official documented method. Arrange with your supervisor to obtain some experience of operating this system.

1. Find out what paperwork is necessary both for recording orders and making deliveries. In addition, find out, if you can, what circumstances make an emergency order. Do you consider that all the so-called "emergency orders" really are emergencies, or could some of them have been dealt with in the usual way? Keep records of them and discuss them with your supervisor.

2. Keep a record of the total number of emergency orders received each day, and their total value over a two week period. Present this information in what you consider to be the most appropriate way; for example, a table, pie chart, bar graph or graph. Account for any 'peaks' or 'troughs' in the frequency of orders.

3. Agree with your supervisor on three selected emergency rush orders and follow them through from beginning to end (the end being when the required item of stock is put to actual use in the plant). Make notes on the whole process and write up each case to demonstrate to future trainees how important these orders were. Ensure that you discover the reasons for the emergencies.

**TASK 4**

By now you should know a good deal about the operation of the main stores.

Devise a large flow chart, which could be mounted on a wall, to illustrate all the procedures involved in supplying items to the plant, from initial delivery of goods into the stores, to their final issue to the department putting in the requisition. Try to make the chart as interesting and clear as you can, the use of different coloured felt tip pens may aid your presentation.

**TASK 5**

To illustrate your complete understanding of the operation of the main stores, you are required to plan and conduct a visit to the stores for a group of people who know little about the way it works; for example, other trainees, students, or school children. If there are other trainees working in the main stores, this task may be completed as a group, each trainee taking responsibility for one part of the visit. Your plan should include at least the following:

a) an estimate of the time required for the whole visit

b) a breakdown of the time to be spent in each section

c) the route to be followed

d) What is to be said about each procedure and who will say it

e) what handouts, if any, will be given out, and who will prepare them

f) any simple tasks that visitors might do (this adds interest, but do check on safety!)

g) any items of special interest to be found in the store that would add interest for your visitors (e.g., small nuts or screws of special alloys for special purposes which cost astronomical sums of money)

h) a discussion with the safety officer on potential hazards to be guarded against. It might be useful to obtain a tape recorder to rehearse what you will say.

**TASK 6**

Think about the project you have just done, about any procedures, paperwork or anything else. Are they all adequate? Could they be improved? Few things are perfect and trainees have come up with some really good suggestions in the past. If you do think there is room for a change and improvement, then put your suggestions to your supervisor.

Now complete the TRAINEE REVIEW sheet, and arrange to have a discussion with your supervisor about the project.

# TRAINEE REVIEW

PLEASE COMPLETE THIS FORM IN AS MUCH DETAIL AS POSSIBLE AND DISCUSS IT WITH YOUR SUPERVISOR AND TUTOR.

1. What did you think of this project? Was it easy or hard, interesting or boring?

2. What did you learn? (Look back at the list of Purposes to see what you were supposed to learn.)

3. Did you learn anything which was not on the list of Purposes?

4. Did you need help with any particular part of the project?
   What kind of help did you get?

5. How do you think you could use what you learned in another job, or outside work?

6. Has this project helped you decide whether you need further training in certain areas?

# SUPERVISOR REVIEW

Please refer to Supervisor's Notes.

Please read the questions included under Trainee Review.

Please complete the Assessment Form and disuss your assessment with the trainee before initialling it to show that you both agree with the assessment.

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COMMENTS:

# ASSESSMENT
# explanatory notes

In completing this W.B.P. the trainee has the opportunity to demonstrate competence in the core skills listed on the attached form.

The first two columns list the WBP tasks and core skills which occur within them.

You are asked to assess the trainee's competence in these core skills according to the amount of support from you that the trainee needed, for example:

1. If a trainee is asked to "find information from written sources" and you provide the trainee with all the sources of that information, together with telling the trainee where to look in any particular sources, then that trainee is obviously being given much more support in finding that information than a trainee who identifies the sources and extracts correct information unaided:

2. If a trainee is asked to undertake a task which involves "noticing the needs of customers or clients", and needs considerable prompting to approach a customer, then that trainee is obviously being given more support than a trainee who takes the initiative in approaching the customer.

To be regarded as fully competent in the core skills, the trainee should need to be offered no more support than you would normally give to any experienced worker.

Most of the time job competence and core skills competence are likely to be the same, but sometimes this may not be so. For instance, a trainee involved in machining a particular component may be competent so far as planning the work is concerned (a core skill) but may not have reached experienced worker speeds (an occupational skill).

Please tick the appropriate box and initial in the space provided, after you have discussed your assessment with the trainee and agreed any further training required.

# ASSESSMENT FORM

PROJECT TITLE MAIN STORES — GOODS OUTWARDS WBP NO DATE

TRAINEE'S NAME SUPERVISOR'S NAME

| WBP TASK NO | CORE SKILLS ASSESSED | NEEDED A LOT OF ASSISTANCE | NEEDED SOME ASSISTANCE | LITTLE OR NO ASSISTANCE | | COMMENTS: INCLUDING NO OPPORTUNITY | AGREED INITIALS | |
|---|---|---|---|---|---|---|---|---|
| | | | | NEEDS MORE PRACTICE | COMPETENT | | TRAINEE | SUPERVISOR |
| 1 | Count items singly or in batches (1.1) | | | | | | | |
| | Work out numerical information (1.2) | | | | | | | |
| 2.5 | Plan the order or activities (9.1) | | | | | | | |
| 3 | Find out information by speaking to other people (6.1) | | | | | | | |
| | Find out information from written sources (6.2) | | | | | | | |
| | Find out information by observation (6.3) | | | | | | | |
| 4.5 | Plan how to present information (9.6) | | | | | | | |
| 4 | Provide information in writing and by means of tables and diagrams (7.3) | | | | | | | |

# ASSESSMENT FORM continued.

| WBP TASK NO | CORE SKILLS ASSESSED | NEEDED A LOT OF ASSISTANCE | NEEDED SOME ASSISTANCE | LITTLE OR NO ASSISTANCE | | COMMENTS: INCLUDING NO OPPORTUNITY | AGREED INITIALS | |
|---|---|---|---|---|---|---|---|---|
| | | | | NEEDS MORE PRACTICE | COMPETENT | | TRAINEE | SUPERVISOR |
| 5 | Provide information by speaking to customers and clients (7.2) | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
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